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ABSTRACT

This study is part of a project entitled "Organization, content and methods of adult education." It investigates (1) guidance for adults, which includes a look at theoretical and methodological contributions of vocational guidance and guidance at school, current practices and adaptation of guidance to the prospect of permanent education; (2) counseling for adults, which looks at the empirical approach to the counseling concept, provides a difinition of counseling and examines methodological factors, and; (3) guidance-counseling, which addresses the relationship between guidance and counseling, the methodological contribution to the educational approach and to the individual, and problem to be solved. (Author/YRJ)

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# GUIDANCE AND COUNSELLING IN ADULT EDUCATION

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# PROBLEMS OF GUIDANCE AND COUNSELLING IN ADULT EDUCATION

by

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This study, which is part of the "Organisation, content and methods of adult education" project, is in 3 parts. The first 2 parts investigate guidance and counselling and their distinct contributions to adult education, which is still compartmentalised and heterogeneous. The third part seeks to assess the methodological scope for an integrated approach to "guidance-counselling" in a context of permanent education.

The study deals in turn with the following points:

1. Guidance for adults

1.1 Theoretical and methodological contributions of vocational guidance and guidance at school

- the diagnostic approach to guidance
- the educational approach to guidance

1.2 Current practices in guidance for adults

1.3 Adaptation of guidance to the prospect of permanent education.

2. Counselling for adults

2.1 The empirical approach to the counselling concept

2.2 Definition of counselling

2.3 Methodological factors

2.3.1 content and objectives of counselling

2.3.2 scope and limitations of counselling

2.3.3 methods and techniques.

3. Guidance/counselling

3.1 Relationship between guidance and counselling

3.1.1 stages in the relationship

3.1.2 guidance-counselling, a progress indicator

3.2 The methodological contributions of guidance-counselling

3.2.1 to the educational approach

3.2.2 to the individual

3.3 Problems to be solved.

The concept of guidance is not new, and has gradually gained substance from the theoretical and practical contributions of vocational guidance, and later guidance at school.

The fact that guidance "the English term corresponding to the French 'orientation' has been introduced into the French language with a broader meaning (to advise and counsel from all points of view)" (1) suggests that there has been a semantic shift, and that the two terms have come to be used for quite different, or even opposite kinds of activities. It is indeed true that nothing would appear further removed from an attitude of vigilant, permanent assistance than the set of psychotechnical tools used as the traditional basis for guidance. However, this idea runs counter to intuitive reactions, and appears false when examined in terms of adult education. This analysis of guidance and counselling in adult education seeks to clarify this point.

1. Guidance for adults

The development of differential psychology is interspersed with operations concerning guidance for adults (ranging from the constitution of the American expeditionary corps in 1917 to the psychotechnical examinations still used today by the AFPA in France). In fact, this type of operation entails selection rather than guidance. This lessens considerably the educational implications of such operations, and hence their relevance to this study. We should look rather to the guidance of young people for factors that can be transposed to adult education.

1.1 These theoretical and methodological contributions are to be found in the two main streams of theory on which guidance practice has been based, and which should find a fruitful meeting place in adult education.

The diagnostic approach to guidance was the basis for the first forms of action, which were confined to the young person's choice of career. Those were the days of certainties and total acceptance (2) of the theory of aptitudes and the systematic practice of tests.

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(1) Mr Piéron - Vocabulaire de la psychologie, 1953.

(2) "... It is my belief that knowledge of children's aptitudes is the finest problem of education ...", A Binet - L'année psychologique, 1911.

The counsellor's certainty was based on the idea of a stable set of individual aptitudes which did not develop, and his problem was thus essentially technical. He was a specialist in psychometry rather than education. His job was to make a prognosis of adaptation on the basis of a single psychological diagnosis, and to draw inferences in terms of career choices.

The rigidity of this theory is now largely superseded, but the diagnostic approach to guidance is still current in so far as:

- the predictive value of a (technically improved) psychological diagnosis is still recognised,

- the sporadic use of such investigations is an economically viable form of action.

Both points warrant further comment.

As the claim to predict career success on the basis of clearly differentiated aptitudes measured by tests became increasing illusory (1), diagnostic guidance turned to factors other than IQ, and the psychological diagnosis was supplemented with factors relating to emotional development (interests and motivations, personality features) and case history (school results, family environment etc).

With the transfer of guidance to the school, the psychological diagnosis has become increasingly integrated into a broader diagnosis, with the possibility of comparison with assessments by other observers (teachers), each covering a different aspect of the subject's behaviour. The psychological diagnosis, supplemented and set in a new context, is thus still a reliable factor for the prediction of success at school.

Moreover, this form of action has a kind of situational pay off. It offers user institutions some guarantee (would it be going too far to call it a "scientific" guarantee?) in the prediction of success which must be considered at least equal, and probably superior (since the system is kept in force), to the results of more subjective, empirical assessment. It is therefore a factor making for a more economic return on training, and at less economic cost (as regards cost of operation per individual, and not cost/efficiency, which is harder to assess). Hence its practical value.

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(1) A Léon - Psychopédagogie de l'orientation professionnelle PUF 1957

It is this economic aspect that explains the failure of attempts at "continuous guidance", entailing a series of diagnoses throughout the school career in order to keep a closer watch on the individual's development.

"Continuous guidance" remained faithful to the diagnostic approach to guidance and could not be challenged on that count. It was just too expensive. Preference was therefore given to the school career record setting out "all the observations compiled for the purpose of producing an overall picture of the pupil - diagnostic and prognostic - from nursery school to school leaving certificate level" (1).

These various illustrations from school life are relevant in so far as they suggest what the result would be if the diagnostic guidance model were applied to the sphere of adult guidance. This is not a gratuitous assumption. It seems that the diagnostic approach, with its unbroken linear trend, could lead to an over-orthodox definition of the role of guidance in adult education.

This could already apply to the definition of guidance suggested by the UNESCO meeting of experts held in Bratislava in 1970: "In a context of rapid technical change, of life-long education, of the development of the information media on a massive scale and of an efficient utilisation of resources, guidance means helping the individual to a realisation of his own personal characteristics and enabling him to develop them so as to be able to choose his fields of study and work, throughout the changing circumstances of his life, with the dual purpose of contributing to the development of society and achieving personal fulfilment" (2).

The educational approach was also used initially in career guidance. It was based on "information, education, preparation of the child for working life, and self-determination by the individual on the basis of concerted educational influences" (3).

Although a minority view among guidance counsellors, and quickly dominated by the instrumentalist wave, the approach has produced certain attempts (4) to spell out more clearly the objectives of educational guidance and to describe the educational means to be applied.

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(1) A Raffestin - De l'orientation à l'education permanente 1972

(2) Final report of the meeting of experts on the place and role of couselling and guidance in life-long integrated education - Bratislava 26-30 November 1970

(3) A Léon - op. cit.

(4) Particularly by a team of counsellors at the Centre d'Application de l'Institut National d'Orientation Professionnelle (INOP) in Paris.

This form of guidance, unlike the preceding form, gave the counsellor an educational role, and attached crucial importance to the educational aspect of vocational information. Taking into account the influences of the school and out-of-school environment and their effects on pupils' attitudes, the information provided, in the context of day-to-day school life, was intended to awaken and subsequently clarify career motivation, culminating in an informed responsible choice of career.

With hindsight, we can judge the element of idealism in these first attempts to apply an educational approach confined to the school. However, there would seem to be considerable scope for such an approach in the field of adult education. In certain projects, known as pretraining projects, in which the aim is to create awareness and to motivate the adult to work out a reasonable specific training project, the main factor is vocational information, and this information is transmitted using active methods such as those advocated by the champions of educational guidance.

It is legitimate to surmise that the historical contribution of this approach, over and above the content (career information), may be connected mainly with a certain type of educational approach, entailing an active element in the adaptation of educational methods, and a fruitful contact with educational psychology.

In this sense, the educational approach to guidance may have been one of the first constructed attempts at counselling.

1.2 Current guidance practices for adults are essentially based on a diagnosis made before the commencement of training. The most recent practices, however, show that there has been a gradual move away from this traditional procedure. This shift should be illustrated if we look in turn at different kinds of action.

Reference has already been made to the psychotechnical investigations of ASPA. We may add to this the tests to which firms subject staff (suvervisory or manual) who apply for in-service training for the purpose of acquiring skills or promotion. All these types of investigation have the following common features:

- Their aim is access to a job, so that the nature and level of aptitude to be tested depend on the content of that job.

- They culminate in the selection of applicants, which is not in itself a bad thing (if there is only one vacancy, only one applicant will be able to fill it), but this selection is made prior to training, and belittles the individual potential that might be revealed by means of training.

- They may leave psychological scars, and sometimes prevent subsequent decisions to undergo training by applicants who are not selected or who are channelled into jobs they do not like.

It should be borne in mind that this procedure of selection or imposed guidance is by far the most common form of guidance for adults in France. For the reasons set out above, and in the light of our aim of permanent education, this guidance/selection procedure is either outmoded or obsolete, or even in contradiction with the conditions required for the development of adult education based on adults freely seeking education.

Initial guidance at the "Cours de Promotion sociale", another vast sector of adult education, is still at its first trial stages, and still only reaches a minority of those enrolled for courses. It is interesting to note the spontaneous development of the expected compromise between the diagnostic and educational approaches to guidance. Whilst the preliminary check at the start of training is still the peak point of action, and whilst guidance still involves the prediction of success (preservation of the idea of a priori prognosis), the person providing the guidance, whether he be a counsellor or a teacher, acts more as an educationist than an examiner. He helps the adult to investigate his situation rather than passing judgment. He provides the necessary information rather than using instruments (tests are used only at the applicant's request, for instance to detect gaps in his knowledge). Moreover, this first contact and initial diagnosis is used as a point of reference for assessing the student's adaptation and for possible modification of his training career. It is part of a psychological procedure that goes hand in hand with training. The germs of the counselling concept can already be seen.

In order to gain a precise picture of the scale of this budding movement, which ought to be extended to cover and improve all currently identifiable forms of recurrent education, reference should be made to an educational innovation introduced in France by B Schwartz and his collaborators under the name of "collective training" actions. The crucial change created by the adoption of education by objectives does not only produce a transformation of training contents and educational structures. It creates favourable conditions for reappraisal of the traditional relationship of dependence of the student on the training environment, including procedures such as guidance, and for attempts to achieve an effective convergence and combination of psychological and education aid for adults.

Thus the dynamics of transformation of educational practices ought, whether directly or as a side effect, to extend to the field of guidance of adults, hitherto, apparently wrongly, regarded as a separate field. This is why the definition of guidance provided by the meeting of experts in Bratislava in 1970 should be re-examined and probably supplemented.

1.3 This definition satisfactorily covers all the basic changes in the environment contributing to the evolution of future conditions and forms of guidance of the individual. In a context of permanent education, there will indeed be successive assessments, and we come back to the idea of continuous guidance, now overlapping beyond childhood into adolescence and adulthood. The definition also shows the importance that must be given to information of the individual with regard to an increasingly complex economic and social environment, and with regard to the individual himself (1).

It is, however, blatantly inadequate to set as the sole objective of guidance: "helping the individual to a realisation...". Guidance as an isolated action has no real scope in adult education. Guidance of an adult is in itself an educational action, because the adult experiences guidance as a stage in his development, and not as an isolated sequence cut off from his past and future. The adult is totally involved in the action of guidance, which he does not regard as neutral. Can this action be neutral for the person conducting it? To believe so would be illusory and doubtless ineffective. It would be better to regard guidance as the first action in a training "contract", and thus to give guidance its full educational significance. This point will be taken up in the part of this study dealing with guidance counselling.

In the meantime, to conclude this part of the study, the main aspects of a guidance process for adults should be clarified in the light of the various factors presented above.

Whatever the training situation and stage of the project in which the adult is involved, the guidance process will aim to enable him to pursue his training career with the greatest possible chance of success.

In theoretical terms, the guidance process may be seen as an ordered set of information-assessment steps, directed in turn at the environment, the individual, and the relationship between individual and environment. The process will be completed when the counsellor and the individual concerned have produced a clear enough picture (or built up a common frame of reference) of what the individual will become after completion of his training and after reaching his target. Guidance may be said to be a joint exercise in anticipation, which, on the basis of an analysis of

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(1) M Reuchlin - l'enseignement de l'an 2000. Le problème de l'orientation PUF 1973. See the analysis in this book of the development and transformation of techniques and the economy, and of the progress of certain sociological and biological factors in individual guidance. Pages 27-50.

the present relationship between the adult and his situation, can yield a picture of what the relationship will be on completion of a certain training period, in order to draw conclusions concerning the relevance of the target set at the outset, and the means of reaching it.

In practical terms, and bearing in mind the extreme diversity of cases, the process will be of varying duration and different degrees of complexity, but will always culminate in joint ratification of the training targets and the selection of the conditions and forms of training to be applied.

A description of two extreme cases will show the multiplicity of practical situations to which the training process thus defined may apply, each time in a suitable form. The first case could be that of an adult, an unskilled worker seeking to become skilled by means of "Promotion sociale". It will be easy to determine the objective of training (appropriate vocational qualification) as well as the conditions (school career, previous experience, time available for training, recognition of existing qualifications etc) and the type of training (content, time-table and location, total duration etc). All the relevant information can be compiled in the course of an individual interview, including consultation of documentation, exchange of information and records, and possibly testing of knowledge.

Ratification of the objective and the choice of course will be easy, and the process of guidance is reduced to its simplest expression - the traditional diagnosis-prognosis operation, establishment of the record which may be repeated after a certain period if required. At the other end of the scale, another frequent case could be taken: a woman wishing to go back to vocational work of some kind after rearing her children. In this case, the aim of training is ill-defined and the motivation mainly negative (to get out of the house), showing the full scope of the guidance process required in order to arrive at joint approval of the objective and definition of the training career. What point is there in simply establishing a diagnosis under these conditions? The operation in this case will entail a full-scale educational approach, usually with the help of the group, in order to build up gradually the foundation for a clearer definition of the subsequent training objective.

These 2 examples, at either end of the scale, give an idea of the whole range of intermediate positions in which "diagnosis" and "education" factors are inversely proportional in a guidance process that may be virtually instantaneous or last several weeks.

2. Counselling of adults

The concept of counselling cannot be pinned down a priori as clearly as the concept of guidance. It does not have (in France) any specific historic content, and the purpose of this second part of the study is to seek to clarify its content by means

of a twofold approach: an analysis of the spontaneous attitudes adopted by educators for the counselling of their students and utilisation of theoretical data derived from educational psychology.

2.1 It may first be noted that the term "counselling", like other terms in common usage (such as "surveillance") or technical usage (such as "maintenance") suggests the presence of an outside vantage point from which it is possible to intervene in order to influence the behaviour or operation of some comparatively complex machinery.

At the same time, we may note the use of a term such as "child counselling" to designate the discreet, educational supervision, by a medico-social service, of inexperienced maternal behaviour.

These initial indications will suggest that the idea of counselling corresponds to the idea of an outside check on a sometimes very obvious educational objective.

This image of counselling can be clarified by focusing more clearly on groups of adults in training. This is why we make use of the experience of educators (1), sometimes borne out by the experience of the trainees concerned.

At each meeting, the idea of counselling, introduced deliberately into the discussion without any specific reference to training experience, yielded responses relating mainly to the psychological aspect of the trainer/trainee relationship: winning the confidence of trainees, encouraging communication, perception and overcoming of emotional blocks, aid in expressing expectations etc. This was followed by responses relating to a second level of intervention: group patterns, rules of operation (concept of implied contract, frame of reference setting interrelationships), and finally a third stage, at which there appeared to be a transfer from educator to the group, and to

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(1) We owe thanks to the teams of educators and trainees who have kindly transmitted their experience:

At Chenove: Ch Coeurdevey, E Brun, J M Pierret and trainees in various groups (ASF Chenove)

At Paray le Monial: J P Vianno and M Mille

At Rennes: MM Antoine, Dutay, Lebert, Le Louette.

Further accounts of personal experience are taken from the report by the Bureau d'Etudes Intersyndical de Franche-Comté, concerning a pilot project on women, under the leadership of Mr Guichard and his colleagues at the Study and Research Workshop of the University of Besançon.

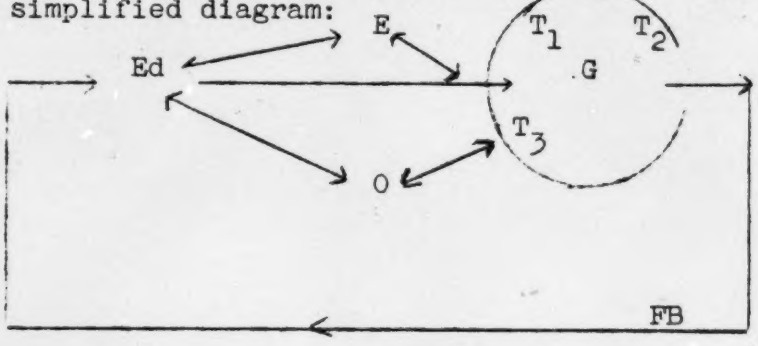
the trainees, of the capacity for initiative and decision-making. The trainer's intervention then takes a different form: regulation of the life of the group (based on the emergence of leaders), outside evaluation. Echoing this position, the experiences reported by adults as regards trainers' attitudes and their own attitudes are highly explicit: "understanding and responding to wishes", "the message gets through: it is not something you explain but something you can feel", "not a directive but a kind of requirement", "the impression not of receiving but of participating", "at ease in the situation".

All this is fairly commonplace, but clearly endorses other characteristics of counselling: the constructive, semi-permanent contribution of the outside operator, direct inter-personal relationships (ie independent of the content of training).

This empirical approach appears to establish that counselling in adult education covers any assistance or advice by the trainer to the trainee in the context of an inter-personal relationship.

2.2 This rough definition can be made more precise on the basis of an analysis of the educational act, as provided by educational psychology: "The educational act lies in the process of exchange between teacher (or educator) and students (or adult trainees). This process entails the activity of all, and operates via the subject of study or medium of education. It is influenced or determined by the immediate or distant environment, and seeks to bring about certain changes relating to the personality of the student and behaviour of the teacher." (1). On the basis of this definition, A Leon produces a diagram showing the multi-plicity of interrelationships between the four factors involved viz: trainer, trainee, environment, subject (or medium) of training.

If we confine ourselves to basic relationships, we can obtain the following simplified diagram:




Key:

Ed = educator $T_1$, $T_2$, $T_3$ = trainees O = object of training
E = environment G = group FB = feedback.

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(1) A Leon - Psychopedagogie des adultes PUF 1971.

In this diagram, the upper oblique lines relate to the field of "sociology of teachers and learners"; the lower oblique lines relate to "psychological didactics". The horizontal axis relates to "inter-personal relationships and group dynamics", and it is this axis that may be identified as the axis of counselling. It is around this theoretical axis that we may effectively arrange the relational activities empirically regarded as relevant to counselling, and a reading of this diagram, in which the action of counselling is symbolised by the arrow linking the educator (Ed) to the trainees combined in a group (G) or in isolation ($T_1$, $T_2$ etc) also serves to underline the specificity of such action: it constitutes a direct link between educator and trainee, and is a contribution from educator to trainee.

By means of this diagram, it is also possible to see the channels through which the educator receives the information he needs in order to adapt his own behaviour (particularly feedback from the group or from individuals) and regulate his counselling action.

Yet another functional characteristic of counselling is revealed if we cease to look at the isolated educational act depicted in static fashion, and move on to the dynamics of an educational process. On the basis of the idea that the group or the individuals (G or $T_1$, $T_2$, $T_3$) develop, throughout the educational process, an active attitude of appropriation of information or knowledge (interrelationship with O) taking account of the existence of a more or less gratifying environment (relationship with E), we can see the utility of an instrument of facilitation (F), the function of which is to maintain the dynamic balance of the whole system.

In other words, in simpler terms, the various items of learning or transfers of learning effected must, if they are to achieve maximum effectiveness, have available the assistance of correctly dispensed facilitating measures in terms of the cognitive processes themselves as well as the training situation and the surrounding climate (almost in the geographical sense).

On the basis of this series of factors, it seems possible to suggest a definition of counselling, which might be as follows: let us say that counselling is the regulating action, in the framework of an inter-personal, unambiguous relationship between educator and trainee(s), whereby the learning processes achieve maximum efficiency.

2.3 A more detailed approach to the theoretical data and methods relating to counselling entails presenting the problems on the basis of:

- nature of intervention and aims,
- scope and limitations of counselling,
- forms of intervention and techniques.

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2.3.1. Taking the most general approach to the question, it may be said that counselling, like any other component of education, is twofold:

- compensating a temporary inadequacy by enabling the adult to overcome the difficulties that impede him;

- enabling the adult to increase his future capacity for independent action.

It is the individual himself that is the subject and the vehicle for action, or, more specifically, his personality, his emotional make-up with its more or less controllable excesses, and his inhibitions: "The educator creates a feeling of security", "Now I have more confidence in myself", to quote certain trainees. The two main objectives of counselling thus appear to be to enable individuals to know and assess themselves more adequately. When the organiser of one of the projects quoted in this study stresses that "The adult does not know that he knows" (1), he has pinpointed one of the primary functions of counselling: to assist the learner in forming a complete, coherent picture of himself.

2.3.2. The scope for counselling necessarily entails limits.

One of these limits must be to separate counselling proper from assistance in learning. Educationists ask questions about the attitude to adopt in the "guiding" of learning, assistance of the learner (2) but this "guiding" is merely technical assistance to facilitate a cognitive process in which the adult is in a direct and virtually exclusive relationship with an external training object.

This is a theoretical distinction, because in practice the fields of counselling and technical assistance overlap. There are emotional blocks that impede intellectual processes, and certain forms of learning (learning to express oneself) help to make the adult capable of regulating himself.

There is also another kind of limit, connected with what may be termed counselling "intensity", and it would seem all the more important to take this into account when the adults concerned are in a highly dependent situation in relation to their environment. Two questions must then be posed: How are we to prevent counselling from turning into psychological manipulation? And how are we to reduce dependence on the environment without pushing the adult into a situation of dependence on the educator?

2.3.3. To pose the problem of counselling of individual adults or groups of adults means defining the situation of these adults as completely as possible, and defining one's own situation in relation to them.

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(1) Guichard - BEIFRAC's report on the pilot project "Women" in Besançon.

(2) A Leon - op cit.

Knowledge of adults requires psychological skills in the educator (analysis of case history, clinical approach to usual attitudes), bearing in mind that the choice of counselling approach will not be dictated by the "adult" variable alone, but will also be influenced by the training environment, and the available means.

It should be borne in mind that this assessment can sometimes only be made after the start of training. In any case, the new situation in which the adults will find themselves is in itself a factor making for changed attitudes. The educator will have to make use of social communication techniques.

He will have to follow the adult's activity, supervise individual performance, correcting, if need be, the effects of group dynamics, and encourage the effort to assess progress (1).

This brief description of counselling activities is not exhaustive. Its aim is to illustrate the definition of counselling and its contents in the field of adult education.

3. Guidance - counselling

The approach selected for setting out the problems of guidance and counselling in adult education has already brought us far beyond the present stage. We should not be led astray by the real examples quoted. These examples are mere islands of innovation in a sea of traditional practice.

This will make it clear that the thinking set out on the theme guidance-counselling is speculative, and that the proposals to which this thinking leads us have a voluntarist aspect.

3.1. It is based on the idea that guidance and counselling are 2 aspects or 2 stages of a single educational function, and that the clarification of this relationship can have important practical consequences.

This brings us to the following twofold working hypothesis:

- access to the integrated "guidance-counselling" approach qualifies an educational action by setting it in a genuine perspective of permanent education;

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(1) The educator will most frequently use the group as the relay structure for counselling, and experience has shown that these functions are gradually transferred from educator to group.

The increasingly dense network of personal relationships within the group helps to bring about a kind of multi-directional development of counselling, with the multiplication, inside the group, of exchanges making for mutual aid and reinforcement in learning to be independent.

This positive development of the group and the trainees is one of the criteria available to the educator in order to assess objectively the real impact of his initial counselling efforts.

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- any educational action can be rated on the basis of its level of development in the direction guidance-counselling. This development can be likened to a proeess of growing up in a number of successive, ordered stages.

3.1.1. In order to illustrate this notion of successive stages, we may draw upon some of the representative actions quoted in this study, using a scale of values established, for the time being, a priori. A distinction may be made between the 5 stages covering the whole process of integration, all of which do not yet correspond to reality:

- stage 0 or absence of relationship: this category includes actions that may be termed obsolete (such as AFPA) which entail guidance (selection) but hardly any counselling (emphasis on the learning of know-how) and hence no relationship between guidance and counselling (at most, it might be said that the guidance operation is the only form of counselling action involved).

- stage 1 or pre-relationship: this applies to the now partly reformed "Promotion sociale" courses (initial guidance), in which a follow-up period after initial assessment is designed to facilitate adaptation of the learner to the course.

This pre-relationship stage is characterised by 2 factors:

- for lack of having penetrated into teaching practices, guidance-counselling asserts itself as a volition of the educational institution: the simultaneous development of guidance and follow-up of learners foreshadows integrated action,

- the initial guidance of learners is entrusted to a team of educators/animateurs, who keep track of the learners during the follow-up period. There is thus continuity of action.

- stage 2 or complementary action: this stage has been reached in the so-called collective training actions applying education methods based on objectives, and access to vocational qualifications on the basis of a unit/credit system. The educator receives the trainee at the start, introduces him to a group and gives him continual assistance in determining his training career. The complementary approach stems from the fact that the educator's counselling action (regulation of performance) is interspersed with spasmodic guidance assessments (for the choice of training units) which back up counselling action. There is a cumulation of effects, which might be termed a coupled approach.

- stage 3 or guidance-counselling: the characteristic of this stage, differentiating it from other stages, is basically the fact that:

- guidance and counselling practices are covered by systematic analysis (objectives, methods and means) prior to the start of action,

- these practices become coherent because they are regarded as a whole and as a specific dimension of the educational act.

- stage 4 or post-guidance-counselling : this stage is mentioned in order to highlight the aim of guidance-counselling, which is to work towards its own obsolescence as an educational function. As has already been stated, guidance-counselling is a temporary compensatory aid and an education towards individual autonomy. The adult must ultimately achieve self-sufficiency in this field.

This listing and setting in order of stages might be taken to imply that a given action must of necessity pass through all the stages described before achieving, at the last stage, the label "permanent education". In fact, this listing is at the most a means of classifying existing actions in order to measure how far they fall short of one of the basic objectives of permament education, which is to make individuals independent and responsible for themselves. A scale of measures of this kind does, however, enable us to work out value judgments on national adult education policies and educational institutions and educators.

3.1.2. Before returning to this point in greater detail, it should be pointed out that the ideas developed in this study refer implicitly or explicitly to a utopian model which seems also to be the model of those responsible for the "organisation, content and methods of adult education" project. This model is the concept of an educational society used as a basis for the work of the 3rd International Conference, convened by UNESCO in Tokyo in 1972 (1). It consists of an educational society in which education, which is functional, democratic and permanent, is no longer a matter for the school alone, but for society as a whole, in which the individual adult is an independent being as regards his education (choice of aims, educational techniques, methods of training).

It is in this context that guidance-counselling, an educational approach, becomes an instrument of policy. It may be said that:

- progress in knowledge of the cognitive processes as well as in the field of educational technologies may proceed without leading to any opening up of adult education towards non-vocational objectives, and without any transformation of recurrent education into permanent education;

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(1) The French-language review "Education" of 21.9.72. Document on the 3rd International Conference in Tokyo.

- on the other hand, promotion of the idea of guidance-counselling as a fundamental dimension of the educational act means that the individual is of necessity involved in training subjectively and not as an object, and that he may be given 3 months of an educator's time in order to experience a process of self-guidance rather than to have a training objective imposed upon him. Acquisition of knowledge may be temporarily sacrificed to enable the adult first of all to take responsibility for himself.

There are no two ways of democratising adult education and achieving permanent education. These aims cannot be achieved without acquiring the techniques and means to cover all individuals, starting with the least privileged. In these terms, the fuller and more general application of guidance-counselling practices are real indices of adherence to a policy of permanent education and of adaptation of educational institutions to the aims of permanent education.

3.2 To take guidance-counselling as an indicator of progress is more than a mere postulate of principle. It can be said that guidance-counselling has decisive advantages in terms of the educational approach and the adult who undergoes it.

3.2.1. As regards the educational approach, guidance-counselling provides the guarantee of depth action because it sets out, from the very first contact with the adult, to involve him in the process by enabling him to acquire responsibility as rapidly as possible. An individual will do better if he feels involved in what he is doing.

But the contribution goes beyond mere activation of intellectual operation. To recognise guidance-counselling, is to acknowledge the idea that "we do not educate an adult but help him to educate himself". It is also to open up another prospect for adult education than mere quantitative accumulation of knowledge or correction of obsolescent knowledge. Finally, it is to give educational action its full scope by creating in the adults concerned a phenomenon of emotional resonance (guidance-counselling is the educational method of success) which maintains the motivation to training.

3.2.2. Some of the individuals embarking on adult education already have sufficient autonomy of thinking to work out and complete a personal education project. There have always been some who have succeeded in teaching themselves, but only a minority.

Guidance-counselling is the means to enable the greatest possible number to achieve such autonomy in due course. It is the only means whereby the least privileged categories can make a start. These categories are below what might be called the threshold for expression of educational needs (at this level, it is as though educational needs, which cannot be satisfied by

mere individual will, disappear from consciousness in order to preserve the psychological balance of the individual). This is a measure of the importance of outside assistance, but also of the possible consequences of improvisation in this field, however well intentioned.

Whatever the category of individuals concerned, the guidance-counselling approach must give adults the means to decide for themselves by enabling each individual to adopt a detached position in relation to himself: analysis of motivation, enlarging of time-scale, organisation of projects. If all these ideas had to be boiled down to a single phrase, it might be said that guidance-counselling was education for "savoir-devenir" (knowing what to become) (as one says "savoir-faire" or "savoir-être").

3.3 While we cannot yet draw upon observation of training situations incorporating a properly thought-out and controlled guidance-counselling approach, we can draw up an initial list of technical problems that ought to be dealt with if the ideas set out in this study are accepted as well-founded.

Firstly, exploration of the theme of integration of guidance and counselling should be continued. How, on the basis of the present theoretical and practical data of guidance and counselling in adult education, can we achieve a continuous, coherent educational approach?

Over and above the complementary nature of the effects and the alternating combination in time of the 2 forms of action, there seem to be some remarkable instances of sameness as regards educators' attitudes, and kind of relationship between educator and student, and the basic aim of the 2 approaches (autonomous decision-making).

May it not also be said that what differentiates guidance and counselling is merely the scale of the aim that has been set (an overall training objective in one case, and a specific modification of attitude or behaviour in the other)?

May we not also advance the hypothesis that the achievement of the objective chosen in the course of guidance proves the relevance and satisfactory progress of the counselling measures adopted, and vice versa?

Adult groups and training situations are highly diverse. The role of guidance-counselling in order to bring about a correct approach of the adults concerned will of necessity vary considerably. Innumerable examples come to mind, ranging from refresher courses for supervisory staff, in which the concerns of guidance-counselling have virtually no part to play, to educational action designed for a population on the fringe of the present scope of adult education, for whom the educator will consider that the acquisition of knowledge is a minor affair,

and even valueless, until such time as the adults concerned have pinpointed their motivations and expressed their real training needs. In the latter case, the guidance-counselling of students may be said to constitute virtually the sole objective of the action to be undertaken.

If we are to go beyond the pragmatism spontaneously adopted in the field by educators (without setting out to solve every problem by means of a theoretical classification laid down in advance), it will be necessary to establish a typology of counselling behaviour, which might, as a first hypothesis, be based on a combination of several variables (psycho-sociological characteristics of the group, availability of the environment, means of training), This typology is a vital instrument for rationalisation and systematisation of guidance-counselling measures.

The third theme to be studied concerns the training of educators. It is not an exaggeration to say that every educator, even in adult education, tends to see his role in terms of his own special field, and consequently to react in a doubly negative way by passing on to others matters that he sees as outside his field, and contesting the right of others to act in his own field. For instance, the guidance counsellor's special field is readily recognised, but only in order to keep him out of the educational field in the narrow sense. In a recent article (1), JJ Scheffknecht draws attention to the need for redistribution of the educational function, calling for greater all-round skills in the various educational agents, and teamwork by people with complementary skills. This twin recommendation could well be applied in guidance-counselling. It has already been said, in the second part of this study, that the educator ought to have the skills of a psychologist as well as sufficient mastery of communication techniques. These are 2 subjects in the training of educators that will enhance the all-round skills of each educator. Guidance-counselling, if it is to be effective, also presupposes satisfactory integration of the guidance counsellor in the teaching team, even if this entails additional training in educational psychology.

Finally, as in the case of any educational approach, there is the problem of assessing the results of guidance-counselling. If guidance-counselling is really to be an indicator of progress, we should be able to measure its effects as fully as possible.

The usual methods can probably be used. In any case, the basic principle of any assessment must be respected: if there is to be a succession of training sequences followed by an adult, the

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(1) J J Scheffknecht "Pour une clarification des composantes d'un système de formation continue" - Education permanente No 25, Sept-Oct. 74.

application of a grid for observing aptitudes and behaviour may provide a measurement of differences between two successive sequences (improvement in the quality of the training projects presented by the adult, the capacity for private research, organisation of the training career, and the self-regulation of the rate of learning). In this way it should be possible to build up a set of objective data relevant both to the longitudinal study of individual case histories and to assessment of the validity of the guidance-counselling system itself.

These themes might be the subject of research projects. The findings of these projects would make it possible to verify the few basic ideas presented in this study, intended merely as an introduction to a debate which, it is hoped, will be as open as possible.